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ABSTRACT

This report represents the thirteenth Follow-Up Study by the Teacher Education Assessment Committee (TEAC) at Central Missouri State University. TEAC is a centralized system of data collection and assessment that solicits input from Central's professional education faculty, preservice teachers, program graduates, employers of teachers prepared at Central, and students who completed graduate degrees in education. Surveys were distributed to 1,756 preservice teachers, first and second year teachers, alternative certification teachers, and employers of Central's graduates. A total of 1,086 were returned. Overall, 72 percent of Central's previous year's graduating class secured full-time teaching positions within Missouri. Beginning teachers were employed in 167 of 624 Missouri districts. Student teachers and students in Foundations of Education classes were predominantly female and white. Students gave their student teaching experiences very high ratings. The average salary for Central graduates (beginning teachers) was $24.997. Over 80 percent of beginning teachers planned on teaching 5 years from now. Beginning teachers considered their level of competence high. About 70 percent of principals hiring Central's graduates believed the teachers they hired were well-prepared and competent. Alternative certification graduates considered themselves strong in most of the state standards, and principals who employed them agreed. (SM)

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Central Missouri State University

ED 452 192

Teacher Education Follow-up Study 2001: A Summary of First and Second Year Teachers, and their Employers with Respect to The State of Missouri Standards

by the Teacher Education Assessment Committee (TEAC)

Dr. John R. Zelazek, Chair
Dr. Wayne W. Williams
Dr. Charles McAdams
Dr. Kyle Palmer

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Background

This report represents the thirteenth Follow-Up Study by the Teacher Education Assessment Committee (TEAC) at Central Missouri State University (Central), Warrensburg, Missouri. TEAC was established in April of 1988. TEAC's current committee members are as follows: John R. Zelazek, Wayne W. Williams, Charles McAdams, and Kyle Palmer.

TEAC is a centralized system of data collection and assessment that conducts and publishes results of periodic assessments and evaluations of Central's Teacher Education Programs by soliciting input from: A) Central's Professional Education Faculty; B) Pre-service teacher education candidates at Central; C) Graduates of Central's undergraduate teacher education programs; D) Employers (principals) of educators who were prepared by Central, and E) graduates who completed MS, MSE and Ed.S. degrees in Education (to be accomplished every 2 to 3 years). The results of all assessments and evaluations are shared with all departments involved in teacher education programs. TEAC provides specific information to individual departments for use in the advisement and counseling of students as well as program revision and course development. Demographic trends of teacher education classes, at both elementary and secondary levels, have been tallied, analyzed and distributed in order to help in load assessment, needs assessment, future planning for program adjustment, and personnel management. The use of TEAC survey data has been helpful to the University, so that it can look at the whole picture rather than fragmented pieces.

TEAC and the Office of Institutional Research and Testing Services have jointly developed a database of 17,100 past and present Central students and coordinate that data with the Office of Clinical Services and the Teacher Education Council. TEAC designed four major surveys based on Freeman's (1988) research. TEAC compiles information for the Missouri Department of Elementary and Secondary Education and NCATE accreditations and Higher Learning Commission assessment. The results of TEAC's findings have been shared with the appropriate CMSU steering committees for accreditation reports.

Discussion

This year's set of surveys resulted in an overall 62% return rate (1086 out of 1756) for all surveys distributed to pre-service, first and second year teachers in Missouri, alternative certification teachers, and employers of our graduates.

The data revealed that 72% of Central's previous year's graduating class (1999-2000) secured full-time teaching positions within the State of Missouri as compared with 65% for 1998-1999 graduates.

Central's teacher education graduates, first-year and second-year teachers only, are employed in 167 of the 524 districts across the State of Missouri. Of those Central graduates employed as full-time teachers in the Missouri public school systems, 83% were employed in school districts that reside within a 90-mile radius of CMSU.

Students in Foundations of Education classes were predominantly (78%) female. Five percent listed their cultural backgrounds as other than white. Ninety percent were full-time students. When asked to rate their academic background, the Foundations students rated Non-Western philosophies and cultures as their weakest area (12th consecutive year) and the Humanities as their strongest.

Eighty-two percent of the 2000-2001 student teachers were females. Ninety-eight percent were white. The students rated their student teaching experience very high as consistent with responses from previous student teachers, and their advice/counseling received from academic advisors as weakest (12th consecutive year). When asked to rate their perception of their level of competence for the DESE/MoSTEP standards, the student teachers perceived themselves as strong or above in all ten areas.

The average salary for Central graduates (First-year and Second-year teachers) was $24,997. Ninety-two percent of the first and second year teacher respondents classified themselves as white. Eighty-six percent were full-time students while completing their undergraduate degree. Sixty-four percent of the survey respondents plan to work on graduate degrees in education with thirty-seven percent planning to complete their graduate work at Central. Ninety-four percent of the first and second year teachers instruct full-time.

Eighty-three percent of the first and second year teacher survey respondents survey respondents planned on teaching five years or more from now. Forty-five percent found it necessary to obtain employment outside their school system during the school year. Eighty-nine percent stated they would enroll in a teacher preparation program again. The teachers' top three areas of dissatisfaction in their current positions were salary/fringe benefits, level of support from parents and community, and opportunities for professional advancement.

The first and second year teachers perceived their level of competence based on the Department of Elementary and Secondary Education (DESE), Missouri Standards for Teacher Education Programs (MOSTEP) standards as strong. Individual teacher education program results are listed within the report and had similar results with respect to the DESE/MoSTEP Standards. A number of programs had very few responses making it difficult to draw conclusions from the data.

Seventy percent of the principals hiring Central's graduates who responded to the survey felt that the teachers they hired were well prepared. The principals felt that the competence of their teachers as measured by DESE/MoSTEP standards was less than strong.

Alternative certification graduates perceived themselves as being strong in ninety percent of the DESE/MoSTEP standards. The principals, who employ the alternative certification graduates, perceive that their teachers (employees) as strong in all of the DESE/MoSTEP standards.

Foundations of Education—CMSU School Year 2000-2001

Of the 363 Foundations of Education students enrolled during the 2000-2001 school year, 304 (84 % Return) completed the survey.

Males 68, Females 236. Age: 21.9 years

Are you a Post-Bachelor Student? Yes 25, No 264.

How would you describe yourself?

6 American Indian, or Alaskan Native,
3 Asian or Pacific Islander,
6 African American,
1 Hispanic,
287 White.

How would you characterize your status as an undergraduate?

275 Full-time student (12 hours or more per semester),
11 Part-time student (Less than 12 hours per semester),
16 Sometimes full-time/part-time.

When do you plan to complete all requirements of your teacher certification program?

11 Fall 2000 through summer 2001,
69 Fall 2001 through summer 2002,
145 Fall 2002 through summer 2003,
72 Fall 2003 through summer 2004,
9 Other_____.

How do you rate your academic background in each of the following areas?

Key: Very Strong = 5, Strong = 4, Adequate = 3, Weak = 2, Very Weak = 1.

3.4 Mathematics.
3.5 Social Studies.
3.3 Natural Sciences.
3.7 Humanities.
3.4 Multi-cultural issues and perspectives.
2.9 Non-Western philosophies and cultures.
3.6 American history.
3.4 American literature.
3.2 Education, historical, philosophical development.
3.3 Contemporary educational issues.
3.3 Theories, principles of how students learn.
3.6 Child, adolescent growth and development.
3.2 Social and political roles of schools in the United States.
3.2 Classroom management techniques.
3.3 Legal and ethical responsibilities of teachers.

Student Teachers—CMSU School Year 2000-2001

Of the 326 student teachers enrolled during the 2000-2001 school year, 233 (71% Return) completed the survey.

Gender: Males 43, Females 190. Average age in years: 25.4

How would you describe yourself?

Asian or Pacific Islander	1,
White	229.

How would you characterize your status as an undergraduate?

Full-time student (12 hours or more per semester)	210,
Part-time student (Less than 12 hours per semester)	4,
Sometimes full-time/part-time	16.

When will you complete all requirements of your teacher certification program?

Fall 2000	114,
Spring 2001	89,
Summer 2001	29.

On a scale of one to five, how would you rate the overall quality of:

Key: Strong = 5 through Weak = 1

3.9	Your teacher preparation program.
4.0	Courses in your undergraduate major field.
3.9	Courses in your minor field(s) (may not apply).
3.6	The liberal arts/gen. ed. courses you have taken.
4.6	Your student teaching experience.
3.6	Advice/counseling you received from your departmental advisor (in your major field(s) of study).
3.0	Advice/counseling you received from academic advisor.
3.8	Support, assistance, and general help from faculty and staff in your education program.

To what extent have education courses (other than field-based experiences such as student teaching) contributed to your success as a teacher?

Very significant	22,
Significant	111,
Moderate	90,
Insignificant	15,
Very insignificant	1.

How would you rate your preparation to teach in culturally diverse settings?

Excellent	25,
Good	88,
Average	99,
Weak	20.

How would you rate your preparation to teach AT RISK students?

Excellent	14,
Good	60,
Average	99,
Weak	46,
Poor	6.

Do you feel you are a(n)...

Exceptional student teacher	136,
Average student teacher	81,
Below average student teacher	2.

Please rate your perception of your level of competence for each of the following areas:

Key---5 = very strong, 4=strong, 3=neutral, 2= not strong, 1=weak

4.3 I understand the central concepts, tools of inquiry and structures of the discipline(s) within the context of a global society and create learning experiences that make these aspects of subject matter meaningful for my students.

4.5 I understand how students learn and develop, and provide learning opportunities that support the intellectual, social, and personal development of my students.

4.5 I understand how students differ in their approaches to learning and create instructional opportunities that are adapted to my diverse learners.

4.4 I recognize the importance of long-range planning and curriculum development and develop, implement, and evaluate curriculum based upon my student's district's, and state's performance standards.

4.7 I use a variety of instructional strategies to encourage my student's development of critical thinking, problem solving, and performance skills.

4.5 I use an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

4.4 I model effective verbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

4.4 I understand and use formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of my learners.

4.5 I am a reflective practitioner who continually assesses the effects of choices and actions on others, and seeks out opportunities to grow professionally and utilizes assessment and professional growth to generate more learning for more of my students.

4.6 I foster relationships with school colleagues, parents, and educational partners in the larger community to support student learning and their well-being.

Central's CBASE RESULTS 4/15/88---3/01/01

Students who wish to complete a teacher education degree in Missouri need to successfully complete the College Basic Academic Subjects Examination, CBASE, as part of the admission process for acceptance into the teacher education program at Central. This requirement became effective on September 1, 1988 as part of the 1985 "Excellence in Education Act." CBASE is a criterion-referenced achievement examination focusing on the knowledge and skills requisite to successful college course work. It contains five examination areas: Writing, English, Math, Science and Social Studies. Since the first offering of CBASE in April of 1988, 5646 students have submitted test scores to the university as part of their teacher education admission process. The following page shows a matrix per test, by number of successful attempts, unsuccessful attempts with frequencies, and percentages. The left-hand column of the matrix requires the following explanation in order to interpret the data:

1 = First attempt, successful	A = First attempt, unsuccessful
2 = Second attempt, successful	B = Second attempt, unsuccessful
3 = Third attempt, successful	C = Third attempt, unsuccessful
4 = Fourth attempt, successful	D = Fourth attempt, unsuccessful
5 = Fifth attempt, successful	E = Fifth attempt, unsuccessful
6 = Sixth attempt, successful	F = Sixth attempt, unsuccessful
7 = Seventh attempt, successful	G = Seventh attempt, unsuccessful
8 = Eighth attempt, successful	H = Eighth attempt, unsuccessful
9= Ninth attempt, successful	I = Ninth attempt, unsuccessful

English	Frequency	Percent
A	182	3.2
B	17	.3
C	5	.1
D	5	.1
E	1	<.1
1	5025	89.0
2	291	5.2
3	66	1.2
4	26	.5
5	20	.4
6	3	.1
7	3	<.1
8	1	<.1
9	1	<.1

Writing	Frequency	Percent
A	118	2.1
B	14	.2
C	5	.1
D	1	<.1
E	2	<.1
1	5104	90.4
2	283	5.0
3	64	1.1
4	30	.5
5	18	.3
6	3	.1
7	3	<.1
8	1	<.1
9	1	<.1

Math	Frequency	Percent
A	255	4.5
B	34	.6
C	12	.2
D	8	.1
E	4	.1
F	5	.1
G	1	<.1
I	1	<.1
1	4851	85.9
2	279	4.9

CBASE Math continued:

3	109	1.9
4	45	.8

Math	Frequency	Percent
5	21	.4
6	12	.2
7	6	.1
8	1	<.1
9	2	<.1

Science	Frequency	Percent
A	320	5.7
B	32	.6
C	8	.1
D	2	<.1
E	2	<.1
F	1	<.1
1	4678	82.8
2	463	8.2
3	86	1.5
4	36	.6
5	13	.2
6	2	<.1
7	4	.1

Social Studies	Frequency	Percent
A	245	4.3
B	33	.6
C	7	.1
D	4	.1
F	2	<.1
1	4811	85.5
2	367	6.5
3	100	1.8
4	47	.8
5	16	.3
6	10	.2
7	4	.1
9	1	<.1

February, 2001

Dear Educator,

On behalf of the Teacher Education Assessment Committee (TEAC) at Central Missouri State University, I ask your assistance in the assessment process we are currently undertaking. Please return the survey to me in the prepaid envelope by March 1, 2001.

This task is in compliance with The State of Missouri law (Excellence in Education Act of 1985), our national accreditation agency for teacher education, NCATE, and our regional accreditation agency, North Central. We need to conduct a follow-up of students who completed certification or graduated from our programs. These data will be used in conjunction with last year's survey and surveys that are currently being distributed by individual departments on our campus for the purpose of improvement.

I will also be contacting your principal to make him/her aware of our surveys, and ask him/her to participate in an employer' survey. All responses will be confidential. If you wish a copy of our results, please enclose a self-addressed stamped envelope, and I will send you a copy as soon as they are compiled.

Sincerely,

Dr. John R. Zelazek, Chair
Teacher Education Assessment Committee

First and Second Year Teachers—TEAC 2001

Of the 638 graduates (First and Second Year Teachers) employed in the State of Missouri during the 2000-2001 school year, 295 (46% Return) completed the survey.

Gender: Male 57, Females 235.

Average Age: 29.2 years

What is your current BASE salary per school year? $24, 997

How would you describe yourself?

American Indian or Alaskan Native	7,
Asian or PI	1,
Hispanic	4,
White	272,
African-American	2.

How would you characterize your status as an undergraduate?

Full-time (12 hours or more per semester)	254,
Part-time (less than 12 hours per semester)	9,
Sometimes full-time/sometimes part-time.	17.

During which school year did you complete all requirements of your teacher certification program?

Before 1998:	69,
1998-1999:	102,
1999-2000:	124.

Do you plan to do your graduate work in education?

Yes	189,
Not Sure	61,
Completed	35.

If not completed, do you plan to do your graduate work at CMSU?

Yes	110,
Not Sure	82,
No	64.

How would you describe your current position in education?

Full-time teacher	278,
Part-time teacher	17.

For how long have you been teaching full time?

Less than one year	110,
1 to 2 years	114,
2 years	56,
more than two years	15.

How much longer do you expect to teach?

Less than five years	38,
5-10 years	56,
11-20 years	60,
more than 20 years	114.

In the past year, have you been employed in some capacity besides teaching?

No	162,
Yes	133.

If you had it to do over again, would you still enroll in a teacher preparation program?

Definitely yes	170,
Probably yes	94,
Probably not	14,
Definitely not	17.

Please rate your level of satisfaction with each of the following aspects of your current positions.

KEY---5=very satisfied; 4=satisfied; 3=neutral; 2=dissatisfied; 1=very dissatisfied

3.2	Salary/fringe benefits.
3.9	Quality/level of administrative support.
4.1	Level of personal challenge.
3.8	Methods used to evaluate your teaching performance.
4.0	General work conditions.
4.0	Intellectual stimulation of the workplace.
4.1	Geographical location.
3.7	Opportunities for professional advancement.
3.5	Level of support from parents and the community.
4.0	Level of support from administrators and colleague.
4.2	Interactions with colleagues/students.
4.1	Your sense of professional autonomy.

Please rate your perception of your level of competence for each of the following areas:

Key---5 = very strong, 4=strong, 3=neutral, 2= not strong, 1=weak

4.1 I understand the central concepts, tools of inquiry and structures of the discipline(s) within the context of a global society and create learning experiences that make these aspects of subject matter meaningful to students.

4.2 I understand how students learn and develop, and provide learning opportunities that support the intellectual, social, and personal development of my students.

4.2 I understand how students differ in their approaches to learning and create instructional opportunities that are adapted to my diverse learners.

4.1 I use a variety of instructional strategies to encourage my students' development of critical thinking, problem solving, and performance skills.

4.0 I recognize the importance of long-range planning and curriculum development and develop, implement, and evaluate curriculum based upon my student's district's, and state's performance standards.

4.2 I use an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

4.1 I model effective verbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

4.2 I understand and use formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of my learners.

4.2 I am a reflective practitioner who continually assesses the effects of choices and actions on others, and seeks out opportunities to grow professionally and utilizes assessment and professional growth to generate more learning for more of my students.

4.1 I foster relationships with school colleagues, parents, and educational partners in the larger community to support student learning and their well-being.

Agriculture-First and Second Year Teachers

Of the 3 Agriculture graduates (First and Second Year Teachers) employed in the State of Missouri during the 2000-2001 school year, 1 (33% Return) completed the survey.

Gender: Female 1,

Age: 25 years.

What is your current BASE salary per school year? $28, 800

How would you describe yourself? White 1.

How would you characterize your status as an undergraduate?

Full-time (12 hours or more per semester) 1.

During which school year did you complete all requirements of your teacher certification program? 1999-2000 1.

Do you plan to do your graduate work in education? Yes 1.

If not completed, do you plan to do your graduate work at CMSU? Not Sure 1.

How would you describe your current position in education? Full-time teacher 1.

For how long have you been teaching full time? Less than one year 1.

How much longer do you expect to teach? 11-20 years 1.

In the past year, have you been employed in some capacity besides teaching? No 1.

If you had it to do over again, would you still enroll in a teacher preparation program?

Definitely yes 1.

Please rate your level of satisfaction with each of the following aspects of your current positions.

KEY---5=very satisfied; 4=satisfied; 3=neutral; 2=dissatisfied; 1=very dissatisfied

4	Salary/fringe benefits.
4	Quality/level of administrative support.
4	Level of personal challenge.
4	Methods used to evaluate your teaching performance.
3	General work conditions.
3	Intellectual stimulation of the workplace.
2	Geographical location.
3	Opportunities for professional advancement.
3	Level of support from parents and the community.
3	Level of support from administrators and colleague.

4 Interactions with colleagues/students.
4 Your sense of professional autonomy.

Please rate your perception of your level of competence for each of the following areas:

Key---5 = very strong, 4=strong, 3=neutral, 2= not strong, 1=weak

4 I understand the central concepts, tools of inquiry and structures of the discipline(s) within the context of a global society and create learning experiences that make these aspects of subject matter meaningful to students.

4 I understand how students learn and develop, and provide learning opportunities that support the intellectual, social, and personal development of my students.

4 I understand how students differ in their approaches to learning and create instructional opportunities that are adapted to my diverse learners.

4 I use a variety of instructional strategies to encourage my students' development of critical thinking, problem solving, and performance skills.

4 I recognize the importance of long-range planning and curriculum development and develop, implement, and evaluate curriculum based upon my student's district's, and state's performance standards.

4 I use an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

4 I model effective verbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

4 I understand and use formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of my learners.

4 I am a reflective practitioner who continually assesses the effects of choices and actions on others, and seeks out opportunities to grow professionally and utilizes assessment and professional growth to generate more learning for more of my students.

4 I foster relationships with school colleagues, parents, and educational partners in the larger community to support student learning and their well-being.

Art-First and Second Year Teachers

Of the 31 Art graduates (First and Second Year Teachers) employed in the State of Missouri during the 2000-2001 school year, 15 (48% Return) completed the survey.

Gender: Males 3. Females 12.

Average age: 29.8 years

What is your current BASE salary per school year? $25,135

How would you describe yourself? White 15

How would you characterize your status as an undergraduate?

Full-time (12 hours or more per semester)	12,
Part-time (less than 12 hours per semester)	1,
Sometimes full-time/sometimes part-time.	2.

During which school year did you complete all requirements of your teacher certification program?

Before 1998	4,
1998-1999	7,
1999-2000	4.

Do you plan to do your graduate work in education?

Yes	7.
Not Sure	8

If not completed, do you plan to do your graduate work at CMSU?

Yes	3,
Not Sure	6,
No	3.

How would you describe your current position in education?

Full-time teacher	13,
Part-time teacher	1.

For how long have you been teaching full time?

Less than one year	6,
1 to 2 years	5,
2 years	2.

How much longer do you expect to teach?

Less than five years	1,
5-10 years	4,
11-20 years	3,
more than 20 years	6.

In the past year, have you been employed in some capacity besides teaching?

No	9,
Yes	6.

If you had it to do over again, would you still enroll in a teacher preparation program?

Definitely yes	7,
Probably yes	6,
Probably not	1,
Definitely not	1.

Please rate your level of satisfaction with each of the following aspects of your current positions.

KEY---5=very satisfied; 4=satisfied; 3=neutral; 2=dissatisfied; 1=very dissatisfied

3.2	Salary/fringe benefits.
4.1	Quality/level of administrative support.
4.2	Level of personal challenge.
4.1	Methods used to evaluate your teaching performance.
4.0	General work conditions.
3.9	Intellectual stimulation of the workplace.
4.1	Geographical location.
3.5	Opportunities for professional advancement.
4.1	Level of support from parents and the community.
4.0	Level of support from administrators and colleagues.
3.7	Interactions with colleagues/students.
4.1	Your sense of professional autonomy.

Please rate your perception of your level of competence for each of the following areas:

Key---5 = very strong, 4=strong, 3=neutral, 2= not strong, 1=weak

3.9 I understand the central concepts, tools of inquiry and structures of the discipline(s) within the context of a global society and create learning experiences that make these aspects of subject matter meaningful to students.

4.2 I understand how students learn and develop, and provide learning opportunities that support the intellectual, social, and personal development of my students.

4.5 I understand how students differ in their approaches to learning and create instructional opportunities that are adapted to my diverse learners.

4.3 I use a variety of instructional strategies to encourage my students' development of critical thinking, problem solving, and performance skills.

4.3 I recognize the importance of long-range planning and curriculum development and develop, implement, and evaluate curriculum based upon my student's district's, and state's performance standards.

4.1 I use an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

4.1 I model effective verbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

3.7 I understand and use formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of my learners.

4.0 I am a reflective practitioner who continually assesses the effects of choices and actions on others, and seeks out opportunities to grow professionally and utilizes assessment and professional growth to generate more learning for more of my students.

3.8 I foster relationships with school colleagues, parents, and educational partners in the larger community to support student learning and their well-being.

Biology-First and Second Year Teachers

Of the 17 Biology graduates (First and Second Year Teachers) employed in the State of Missouri during the 2000-2001 school year, 5 (29% Return) completed the survey.

Gender: Males 2, Females 3.

Average age: 23.4 years

What is your current BASE salary per school year? $24,951

How would you describe yourself?

American Indian or Alaskan Native 1, White 4.

How would you characterize your status as an undergraduate?

Full-time (12 hours or more per semester) 5.

During which school year did you complete all requirements of your teacher certification program?

1998-1999 1,
1999-2000 4.

Do you plan to do your graduate work in education?

Yes 1,
Not Sure 3,
Completed 1.

If not completed, do you plan to do your graduate work at CMSU?

Yes 3,
Not Sure 2.

How would you describe your current position in education? Full-time teacher 5.

For how long have you been teaching full time?

Less than one year 4,
1 to 2 years 1.

How much longer do you expect to teach?

5-10 years 3,
11-20 years, 1,
more than 20 years 1.

In the past year, have you been employed in some capacity besides teaching?

No 3,
Yes 2.

If you had it to do over again, would you still enroll in a teacher preparation program?

Definitely yes 1,
Probably yes 3,
Definitely not 1.

Please rate your level of satisfaction with each of the following aspects of your current positions.

KEY---5=very satisfied; 4=satisfied; 3=neutral; 2=dissatisfied; 1=very dissatisfied

3.2 Salary/fringe benefits.
3.2 Quality/level of administrative support.
3.4 Level of personal challenge.
3.4 Methods used to evaluate your teaching performance.
4.0 General work conditions.
4.2 Intellectual stimulation of the workplace.
3.8 Geographical location.
4.0 Opportunities for professional advancement.
3.2 Level of support from parents and the community
3.6 Level of support from administrators and colleagues.
3.8 Interactions with colleagues/students.
3.6 Your sense of professional autonomy.

Please rate your perception of your level of competence for each of the following areas:

Key---5 = very strong, 4=strong, 3=neutral, 2= not strong, 1=weak

4.0 I understand the central concepts, tools of inquiry and structures of the discipline(s) within the context of a global society and create learning experiences that make these aspects of subject matter meaningful to students.

4.2 I understand how students learn and develop, and provide learning opportunities that support the intellectual, social, and personal development of my students.

3.8 I understand how students differ in their approaches to learning and create instructional opportunities that are adapted to my diverse learners.

4.0 I use a variety of instructional strategies to encourage my students' development of critical thinking, problem solving, and performance skills.

4.0 I recognize the importance of long-range planning and curriculum development and develop, implement, and evaluate curriculum based upon my student's district's, and state's performance standards.

3.6 I use an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

3.8 I model effective verbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

3.6 I understand and use formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of my learners.

4.0 I am a reflective practitioner who continually assesses the effects of choices and actions on others, and seeks out opportunities to grow professionally and utilizes assessment and professional growth to generate more learning for more of my students.

4.0 I foster relationships with school colleagues, parents, and educational partners in the larger community to support student learning and their well-being.

Business-First and Second Year Teachers

Of the 22 Business graduates (First and Second Year Teachers) employed in the State of Missouri during the 2000-2001 school year, 11 (52% Return) completed the survey.

Gender: Males 1, Females 10.

Average age: 35.8 years

What is your current BASE salary per school year? $23, 800

How would you describe yourself?

American Indian or Alaskan Native 1, White 9.

How would you characterize your status as an undergraduate?

Full-time (12 hours or more per semester) 9,
Part-time (less than 12 hours per semester) 1.

During which school year did you complete all requirements of your teacher certification program?

Before 1998 2,
1998-1999 4,
1999-2000 5.

Do you plan to do your graduate work in education?

Yes 6,
Not Sure 4,
Completed 1.

If not completed, do you plan to do your graduate work at CMSU?

Yes 7,
Not Sure 1,
No 2.

How would you describe your current position in education?

Full-time teacher 11,

For how long have you been teaching full time?

Less than one year 4,
1 to 2 years 3,
2 years 4.

How much longer do you expect to teach?

Less than five years	2,
11-20 years	5,
more than 20 years	4.

In the past year, have you been employed in some capacity besides teaching?

No	6,
Yes	5.

If you had it to do over again, would you still enroll in a teacher preparation program?

Definitely yes	8,
Probably yes	2,
Probably not	1.

Please rate your level of satisfaction with each of the following aspects of your current positions.

KEY---5=very satisfied; 4=satisfied; 3=neutral; 2=dissatisfied; 1=very dissatisfied

3.3	Salary/fringe benefits.
3.6	Quality/level of administrative support.
4.1	Level of personal challenge.
3.7	Methods used to evaluate your teaching performance.
4.0	General work conditions.
3.7	Intellectual stimulation of the workplace.
4.3	Geographical location.
3.6	Opportunities for professional advancement.
2.9	Level of support from parents and the community.
3.5	Level of support from administrators and colleagues.
3.9	Interactions with colleagues/students.
3.9	Your sense of professional autonomy.

Please rate your perception of your level of competence for each of the following areas:

Key---5 = very strong, 4=strong, 3=neutral, 2= not strong, 1=weak

4.3	I understand the central concepts, tools of inquiry and structures of the discipline(s) within the context of a global society and create learning experiences that make these aspects of subject matter meaningful to students.
4.1	I understand how students learn and develop, and provide learning opportunities that support the intellectual, social, and personal development of my students.
3.5	I understand how students differ in their approaches to learning and create instructional opportunities that are adapted to my diverse learners.
3.7	I use a variety of instructional strategies to encourage my students' development of critical thinking, problem solving, and performance skills.

3.9 I recognize the importance of long-range planning and curriculum development and develop, implement, and evaluate curriculum based upon my student's district's, and state's performance standards.

3.9 I use an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

4.2 I model effective verbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

4.2 I understand and use formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of my learners.

3.7 I am a reflective practitioner who continually assesses the effects of choices and actions on others, and seeks out opportunities to grow professionally and utilizes assessment and professional growth to generate more learning for more of my students.

3.9 I foster relationships with school colleagues, parents, and educational partners in the larger community to support student learning and their well-being.

Chemistry-First and Second Year Teachers

Of the 3 Chemistry graduates (First and Second Year Teachers) employed in the State of Missouri during the 2000-2001 school year, 3 (100% Return) completed the survey.

Gender: Males 1, Females 3.

Average age: 40.1 years

What is your current BASE salary per school year? $24, 667

How would you describe yourself? White 3.

How would you characterize your status as an undergraduate?

Full-time (12 hours or more per semester) 2,
Part-time (less than 12 hours per semester) 1.

During which school year did you complete all requirements of your teacher certification program?

1998-1999 2,
1999-2000 1.

Do you plan to do your graduate work in education?

Yes 2,
Not Sure 1.

If not completed, do you plan to do your graduate work at CMSU?

Yes 2,
Not Sure 1.

How would you describe your current position in education?

Full-time teacher 3.

For how long have you been teaching full time?

Less than one year 2,
1 to 2 years 1.

How much longer do you expect to teach?

Less than five years 1,
11-20 years 1,
more than 20 years 1.

In the past year, have you been employed in some capacity besides teaching?

Yes 3.

If you had it to do over again, would you still enroll in a teacher preparation program?

Definitely yes 2.
Probably not 1.

Please rate your level of satisfaction with each of the following aspects of your current positions.

KEY---5=very satisfied; 4=satisfied; 3=neutral; 2=dissatisfied; 1=very dissatisfied

2.7 Salary/fringe benefits.
4.3 Quality/level of administrative support.
4.7 Level of personal challenge.
4.3 Methods used to evaluate your teaching performance.
4.7 General work conditions.
4.7 Intellectual stimulation of the workplace.
4.7 Geographical location.
4.3 Opportunities for professional advancement.
4.3 Level of support from parents and the community.
4.7 Level of support from administrators and colleague.
4.7 Interactions with colleagues/students.
5.0 Your sense of professional autonomy.

Please rate your perception of your level of competence for each of the following areas:

Key---5 = very strong, 4=strong, 3=neutral, 2= not strong, 1=weak

4.7 I understand the central concepts, tools of inquiry and structures of the discipline(s) within the context of a global society and create learning experiences that make these aspects of subject matter meaningful to students.

4.3 I understand how students learn and develop, and provide learning opportunities that support the intellectual, social, and personal development of my students.

4.7 I understand how students differ in their approaches to learning and create instructional opportunities that are adapted to my diverse learners.

4.3 I use a variety of instructional strategies to encourage my students' development of critical thinking, problem solving, and performance skills.

4.3 I recognize the importance of long-range planning and curriculum development and develop, implement, and evaluate curriculum based upon my student's district's, and state's performance standards.

4.7 I use an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

4.7 I model effective verbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

4.7 I understand and use formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of my learners.

4.0 I am a reflective practitioner who continually assesses the effects of choices and actions on others, and seeks out opportunities to grow professionally and utilizes assessment and professional growth to generate more learning for more of my students.

4.0 I foster relationships with school colleagues, parents, and educational partners in the larger community to support student learning and their well-being.

Communication Disorders-First and Second Year Teachers

Of the 47 Communication Disorders graduates (First and Second Year Teachers) employed in the State of Missouri during the 2000-2001 school year, 24 (51% Return) completed the survey.

Gender: Females 24

Average age: 24.3 years

What is your current BASE salary per school year? $26,678

How would you describe yourself?

American Indian or Alaskan Native	1,
Hispanic	1,
White	22.

How would you characterize your status as an undergraduate?

Full-time (12 hours or more per semester)	22,
Part-time (less than 12 hours per semester)	2.

During which school year did you complete all requirements of your teacher certification program?

Before 1998	11,
1998-1999	6,
1999-2000	7.

Do you plan to do your graduate work in education?

Yes	2,
Not Sure	1,
Completed	16.

If not completed, do you plan to do your graduate work at CMSU?

Yes	2,
Not Sure	1.

How would you describe your current position in education?

Full-time teacher	21,
Part-time teacher	3.

For how long have you been teaching full time?

Less than one year	10,
1 to 2 years	6,
2 years	5,
more than two years	2.

How much longer do you expect to teach?

Less than five years	9,
5-10 years	7,
11-20 years	1,
more than 20 years	5.

In the past year, have you been employed in some capacity besides teaching?

No	9,
Yes	14.

If you had it to do over again, would you still enroll in a teacher preparation program?

Definitely yes	15,
Probably yes	3,
Probably not	2,
Definitely not	3.

Please rate your level of satisfaction with each of the following aspects of your current positions.

KEY---5=very satisfied; 4=satisfied; 3=neutral; 2=dissatisfied; 1=very dissatisfied

3.6	Salary/fringe benefits.
4.0	Quality/level of administrative support.
3.8	Level of personal challenge.
3.4	Methods used to evaluate your teaching performance.
4.0	General work conditions.
4.0	Intellectual stimulation of the workplace.
4.1	Geographical location.
3.6	Opportunities for professional advancement.
3.8	Level of support from parents and the community.
3.8	Level of support from administrators and colleagues.
4.3	Interactions with colleagues/students.
4.3	Your sense of professional autonomy.

Please rate your perception of your level of competence for each of the following areas:

Key---5 = very strong, 4=strong, 3=neutral, 2= not strong, 1=weak

4.3 I understand the central concepts, tools of inquiry and structures of the discipline(s) within the context of a global society and create learning experiences that make these aspects of subject matter meaningful to students.

4.4 I understand how students learn and develop, and provide learning opportunities that support the intellectual, social, and personal development of my students.

4.5 I understand how students differ in their approaches to learning and create instructional opportunities that are adapted to my diverse learners.

4.3 I use a variety of instructional strategies to encourage my students' development of critical thinking, problem solving, and performance skills.

3.7 I recognize the importance of long-range planning and curriculum development and develop, implement, and evaluate curriculum based upon my student's district's, and state's performance standards.

4.2 I use an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

4.2 I model effective verbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

4.3 I understand and use formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of my learners.

4.0 I am a reflective practitioner who continually assesses the effects of choices and actions on others, and seeks out opportunities to grow professionally and utilizes assessment and professional growth to generate more learning for more of my students.

4.3 I foster relationships with school colleagues, parents, and educational partners in the larger community to support student learning and their well-being.

Early Childhood-First and Second Year Teachers

Of the 19 Early Childhood graduates (First and Second Year Teachers) employed in the State of Missouri during the 2000-2001 school year, 9 (47% Return) completed the survey.

Gender: Males 2, Females 7.

Average age: 27.1 years

What is your current BASE salary per school year? $23,633

How would you describe yourself?

Asian or PI	1,
White	8.

How would you characterize your status as an undergraduate?

Full-time (12 hours or more per semester)	8,
Part-time (less than 12 hours per semester)	1.

During which school year did you complete all requirements of your teacher certification program?

Before 1998	1,
1998-1999	5,
1999-2000	3.

Do you plan to do your graduate work in education?

Yes	6,
Not Sure	2,
Completed	1.

If not completed, do you plan to do your graduate work at CMSU?

Yes	4,
Not Sure	2,
No	3.

How would you describe your current position in education?

Full-time teacher	8,
Part-time teacher	1.

For how long have you been teaching full time?

1 to 2 years	7,
2 years	1,
more than two years	1.

How much longer do you expect to teach?

Less than five years	1,
5-10 years	1,
11-20 years	1,
More than 20 years	6.

In the past year, have you been employed in some capacity besides teaching?

No	4,
Yes	5.

If you had it to do over again, would you still enroll in a teacher preparation program?

Definitely yes	4,
Probably not	4,
Definitely not	1.

Please rate your level of satisfaction with each of the following aspects of your current positions.

KEY---5=very satisfied; 4=satisfied; 3=neutral; 2=dissatisfied; 1=very dissatisfied

3.8	Salary/fringe benefits.
4.0	Quality/level of administrative support.
4.2	Level of personal challenge.
3.8	Methods used to evaluate your teaching performance.
3.9	General work conditions.
4.1	Intellectual stimulation of the workplace.
4.0	Geographical location.
3.4	Opportunities for professional advancement.
3.9	Level of support from parents and the community.
4.0	Level of support from administrators and colleagues.
4.2	Interactions with colleagues/students.
4.3	Your sense of professional autonomy.

Please rate your perception of your level of competence for each of the following areas:

Key---5 = very strong, 4=strong, 3=neutral, 2= not strong, 1=weak

4.3 I understand the central concepts, tools of inquiry and structures of the discipline(s) within the context of a global society and create learning experiences that make these aspects of subject matter meaningful to students.

4.3 I understand how students learn and develop, and provide learning opportunities that support the intellectual, social, and personal development of my students.

4.1 I understand how students differ in their approaches to learning and create instructional opportunities that are adapted to my diverse learners.

4.4 I use a variety of instructional strategies to encourage my students' development of critical thinking, problem solving, and performance skills.

4.2 I recognize the importance of long-range planning and curriculum development and develop, implement, and evaluate curriculum based upon my student's district's, and state's performance standards.

3.9 I use an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

4.2 I model effective verbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

4.4 I understand and use formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of my learners.

4.3 I am a reflective practitioner who continually assesses the effects of choices and actions on others, and seeks out opportunities to grow professionally and utilizes assessment and professional growth to generate more learning for more of my students.

4.0 I foster relationships with school colleagues, parents, and educational partners in the larger community to support student learning and their well-being.

Early Childhood/Elementary-First and Second Year Teachers

Of the 68 Early Childhood/Elementary graduates (First and Second Year Teachers) employed in the State of Missouri during the 2000-2001 school year, 50 (73% Return) completed the survey.

Gender: Males 3, Females 46.

Average age: 27.7 years.

What is your current BASE salary per school year? $24, 726

How would you describe yourself?

American Indian or Alaskan Native	1,
White	48.

How would you characterize your status as an undergraduate?

Full-time (12 hours or more per semester)	44,
Sometimes full-time/sometimes part-time	3.

During which school year did you complete all requirements of your teacher certification program?

Before 1998	6,
1998-1999	25,
1999-2000	19.

Do you plan to do your graduate work in education?

Yes	43,
Not Sure	6,
Completed	1.

If not completed, do you plan to do your graduate work at CMSU?

Yes	12,
Not Sure	21,
No	15.

How would you describe your current position in education?

Full-time teacher	49,
Part-time teacher	1.

For how long have you been teaching full time?

Less than one year	18,
1 to 2 years	19,
2 years	13.

How much longer do you expect to teach?

Less than five years	5,
5-10 years	8,
11-20 years	7,
more than 20 years	29.

In the past year, have you been employed in some capacity besides teaching?

No	28,
Yes	22.

If you had it to do over again, would you still enroll in a teacher preparation program?

Definitely yes	34,
Probably yes	13,
Probably not	2,
Definitely not	1.

Please rate your level of satisfaction with each of the following aspects of your current positions.

KEY---5=very satisfied; 4=satisfied; 3=neutral; 2=dissatisfied; 1=very dissatisfied

3.0	Salary/fringe benefits.
3.8	Quality/level of administrative support.
4.2	Level of personal challenge.
3.8	Methods used to evaluate your teaching performance.
4.0	General work conditions.
4.0	Intellectual stimulation of the workplace.
4.2	Geographical location
3.6	Opportunities for professional advancement.
3.4	Level of support from parents and the community.
4.0	Level of support from administrators and colleagues.
4.1	Interactions with colleagues/students.
4.1	Your sense of professional autonomy.

Please rate your perception of your level of competence for each of the following areas:

Key---5 = very strong, 4=strong, 3=neutral, 2= not strong, 1=weak

4.0 I understand the central concepts, tools of inquiry and structures of the discipline(s) within the context of a global society and create learning experiences that make these aspects of subject matter meaningful to students.

4.1 I understand how students learn and develop, and provide learning opportunities that support the intellectual, social, and personal development of my students.

4.1 I understand how students differ in their approaches to learning and create instructional opportunities that are adapted to my diverse learners.

4.2 I use a variety of instructional strategies to encourage my students' development of critical thinking, problem solving, and performance skills.

4.2 I recognize the importance of long-range planning and curriculum development and develop, implement, and evaluate curriculum based upon my student's district's, and state's performance standards.

4.2 I use an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

4.0 I model effective verbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

4.2 I understand and use formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of my learners.

4.3 I am a reflective practitioner who continually assesses the effects of choices and actions on others, and seeks out opportunities to grow professionally and utilizes assessment and professional growth to generate more learning for more of my students.

4.3 I foster relationships with school colleagues, parents, and educational partners in the larger community to support student learning and their well-being.

Earth Science-First and Second Year Teachers

Of the 5 Earth Science graduates (First and Second Year Teachers) employed in the State of Missouri during the 2000-2001 school year, 1 (20% Return) completed the survey.

Gender: Females 1.

Age: 38 years.

What is your current BASE salary per school year? $23,000

How would you describe yourself? White 1.

How would you characterize your status as an undergraduate?

Full-time (12 hours or more per semester) 1.

During which school year did you complete all requirements of your teacher certification program?

Before 1998 1.

Do you plan to do your graduate work in education? Yes 1.

If not completed, do you plan to do your graduate work at CMSU? Yes 1.

How would you describe your current position in education? Full-time teacher 1.

For how long have you been teaching full time? 2 years 1.

How much longer do you expect to teach? 11-20 years 1.

In the past year, have you been employed in some capacity besides teaching? Yes 1.

If you had it to do over again, would you still enroll in a teacher preparation program?

Probably yes 1.

Please rate your level of satisfaction with each of the following aspects of your current positions.

KEY---5=very satisfied; 4=satisfied; 3=neutral; 2=dissatisfied; 1=very dissatisfied

3 Salary/fringe benefits.
4 Quality/level of administrative support.
4 Level of personal challenge.
3 Methods used to evaluate your teaching performance.
3 General work conditions.
4 Intellectual stimulation of the workplace.
5 Geographical location.
4 Opportunities for professional advancement.

2 Level of support from parents and the community.
4 Level of support from administrators and colleagues.
5 Interactions with colleagues/students.
4 Your sense of professional autonomy.

Please rate your perception of your level of competence for each of the following areas:

Key---5 = very strong, 4=strong, 3=neutral, 2= not strong, 1=weak

4 I understand the central concepts, tools of inquiry and structures of the discipline(s) within the context of a global society and create learning experiences that make these aspects of subject matter meaningful to students.

5 I understand how students learn and develop, and provide learning opportunities that support the intellectual, social, and personal development of my students.

5 I understand how students differ in their approaches to learning and create instructional opportunities that are adapted to my diverse learners.

4 I use a variety of instructional strategies to encourage my students' development of critical thinking, problem solving, and performance skills.

4 I recognize the importance of long-range planning and curriculum development and develop, implement, and evaluate curriculum based upon my student's district's, and state's performance standards.

4 I use an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

4 I model effective verbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

4 I understand and use formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of my learners.

5 I am a reflective practitioner who continually assesses the effects of choices and actions on others, and seeks out opportunities to grow professionally and utilizes assessment and professional growth to generate more learning for more of my students.

4 I foster relationships with school colleagues, parents, and educational partners in the larger community to support student learning and their well-being.

Elementary Education-First and Second Year Teachers

Of the 168 Elementary Education graduates (First and Second Year Teachers) employed in the State of Missouri during the 2000-2001 school year, 58 (35% Return) completed the survey.

Gender: Males 6, Females 52.

Average age: 27.9

What is your current BASE salary per school year? $24,569

How would you describe yourself?

American Indian or Alaskan Native	1,
White	56.

How would you characterize your status as an undergraduate?

Full-time (12 hours or more per semester)	50,
Part-time (less than 12 hours per semester)	2,
Sometimes full-time/sometimes part-time.	1.

During which school year did you complete all requirements of your teacher certification program?

Before 1998	7,
1998-1999	20,
1999-2000	31.

Do you plan to do your graduate work in education?

Yes	51,
Not Sure	4,
Completed	2.

If not completed, do you plan to do your graduate work at CMSU?

Yes	26,
Not Sure	15,
No	4.

How would you describe your current position in education?

Full-time teacher	57,
Part-time teacher	1.

For how long have you been teaching full time?

Less than one year	22,
1 to 2 years	24,
2 years	9,
more than two years	3.

How much longer do you expect to teach?

Less than five years	4,
5-10 years	6,
11-20 years	18,
more than 20 years	29.

In the past year, have you been employed in some capacity besides teaching?

No	39,
Yes	19.

If you had it to do over again, would you still enroll in a teacher preparation program?

Definitely yes	35,
Probably yes	18,
Probably not	4,
Definitely not.	1.

Please rate your level of satisfaction with each of the following aspects of your current positions.

KEY---5=very satisfied; 4=satisfied; 3=neutral; 2=dissatisfied; 1=very dissatisfied

3.4	Salary/fringe benefits.
4.1	Quality/level of administrative support.
4.1	Level of personal challenge.
3.9	Methods used to evaluate your teaching performance.
4.1	General work conditions.
4.1	Intellectual stimulation of the workplace.
4.1	Geographical location.
3.6	Opportunities for professional advancement.
3.4	Level of support from parents and the community.
4.3	Level of support from administrators and colleagues.
4.2	Interactions with colleagues/students.
4.0	Your sense of professional autonomy.

Please rate your perception of your level of competence for each of the following areas:

Key---5 = very strong, 4=strong, 3=neutral, 2= not strong, 1=weak

4.1 I understand the central concepts, tools of inquiry and structures of the discipline(s) within the context of a global society and create learning experiences that make these aspects of subject matter meaningful to students.

4.2 I understand how students learn and develop, and provide learning opportunities that support the intellectual, social, and personal development of my students.

4.1 I understand how students differ in their approaches to learning and create instructional opportunities that are adapted to my diverse learners.

4.2 I use a variety of instructional strategies to encourage my students' development of critical thinking, problem solving, and performance skills.

4.0 I recognize the importance of long-range planning and curriculum development and develop, implement, and evaluate curriculum based upon my student's district's, and state's performance standards.

4.3 I use an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

4.0 I model effective verbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

4.1 I understand and use formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of my learners.

4.2 I am a reflective practitioner who continually assesses the effects of choices and actions on others, and seeks out opportunities to grow professionally and utilizes assessment and professional growth to generate more learning for more of my students.

4.0 I foster relationships with school colleagues, parents, and educational partners in the larger community to support student learning and their well-being.

English-First and Second Year Teachers

Of the 21 English graduates (First and Second Year Teachers) employed in the State of Missouri during the 2000-2001 school year, 10 (48% Return) completed the survey.

Gender: Males 4, Females 6.

Average age: 25.3 years.

What is your current BASE salary per school year? $25, 450

How would you describe yourself?

Hispanic	1,
White	9.

How would you characterize your status as an undergraduate?

Full-time (12 hours or more per semester)	9,
Sometimes full-time/sometimes part-time	1.

During which school year did you complete all requirements of your teacher certification program?

1998-1999	6,
1999-2000	4.

Do you plan to do your graduate work in education?

Yes	5,
Not Sure	3,
Completed	2.

If not completed, do you plan to do your graduate work at CMSU?

Yes	6,
Not Sure	3,
No	1.

How would you describe your current position in education?

Full-time teacher	10.

For how long have you been teaching full time?

Less than one year	3,
1 to 2 years	4,
2 years	3.

How much longer do you expect to teach?

5-10 years	1,
11-20 years	2,
more than 20 years	7.

In the past year, have you been employed in some capacity besides teaching?

No	5,
Yes	5.

If you had it to do over again, would you still enroll in a teacher preparation program?

Definitely yes	8,
Probably yes	2.

Please rate your level of satisfaction with each of the following aspects of your current positions.

KEY---5=very satisfied; 4=satisfied; 3=neutral; 2=dissatisfied; 1=very dissatisfied

2.5	Salary/fringe benefits.
3.5	Quality/level of administrative support.
3.9	Level of personal challenge.
3.7	Methods used to evaluate your teaching performance.
3.8	General work conditions.
4.0	Intellectual stimulation of the workplace.
4.3	Geographical location.
3.7	Opportunities for professional advancement.
4.2	Level of support from parents and the community.
4.1	Level of support from administrators and colleagues.
4.2	Interactions with colleagues/students.
4.1	Your sense of professional autonomy.

Please rate your perception of your level of competence for each of the following areas:

Key---5 = very strong, 4=strong, 3=neutral, 2= not strong, 1=weak

4.1	I understand the central concepts, tools of inquiry and structures of the discipline(s) within the context of a global society and create learning experiences that make these aspects of subject matter meaningful to students.
4.2	I understand how students learn and develop, and provide learning opportunities that support the intellectual, social, and personal development of my students.
3.9	I understand how students differ in their approaches to learning and create instructional opportunities that are adapted to my diverse learners.
4.0	I use a variety of instructional strategies to encourage my students' development of critical thinking, problem solving, and performance skills.

4.1 I recognize the importance of long-range planning and curriculum development and develop, implement, and evaluate curriculum based upon my student's district's, and state's performance standards.

4.1 I use an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

4.1 I model effective verbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

4.6 I understand and use formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of my learners.

4.3 I am a reflective practitioner who continually assesses the effects of choices and actions on others, and seeks out opportunities to grow professionally and utilizes assessment and professional growth to generate more learning for more of my students.

4.1 I foster relationships with school colleagues, parents, and educational partners in the larger community to support student learning and their well-being.

Family and Consumer Science-First and Second Year Teachers

Of the 10 Family and Consumer Science graduates (First and Second Year Teachers) employed in the State of Missouri during the 2000-2001 school year, 5 (50% Return) completed the survey.

Gender: Females 5.

Average age: 35.6 years

What is your current BASE salary per school year? $23,820

How would you describe yourself? White 5.

How would you characterize your status as an undergraduate?

Full-time (12 hours or more per semester) 5.

During which school year did you complete all requirements of your teacher certification program?

Before 1998 2,
1999-2000 3.

Do you plan to do your graduate work in education?

Yes 2,
Not Sure 2,
Completed 1.

If not completed, do you plan to do your graduate work at CMSU?

Yes 4,
Not Sure 1.

How would you describe your current position in education?

Full-time teacher 5.

For how long have you been teaching full time?

Less than one year 3,
1 to 2 years 1,
2 years 1.

How much longer do you expect to teach?

5-10 years 2,
11-20 years 1,
more than 20 years 2.

In the past year, have you been employed in some capacity besides teaching?

No 1,
Yes 4.

If you had it to do over again, would you still enroll in a teacher preparation program?

Definitely yes 5.

Please rate your level of satisfaction with each of the following aspects of your current positions.

KEY---5=very satisfied; 4=satisfied; 3=neutral; 2=dissatisfied; 1=very dissatisfied

2.6 Salary/fringe benefits.
3.6 Quality/level of administrative support.
5.0 Level of personal challenge.
4.4 Methods used to evaluate your teaching performance.
3.6 General work conditions.
4.6 Intellectual stimulation of the workplace.
3.4 Geographical location.
4.0 Opportunities for professional advancement.
3.6 Level of support from parents and the community.
4.2 Level of support from administrators and colleagues.
5.0 Interactions with colleagues/students.
4.8 Your sense of professional autonomy.

Please rate your perception of your level of competence for each of the following areas:

Key---5 = very strong, 4=strong, 3=neutral, 2= not strong, 1=weak

4.4 I understand the central concepts, tools of inquiry and structures of the discipline(s) within the context of a global society and create learning experiences that make these aspects of subject matter meaningful to students.

3.8 I understand how students learn and develop, and provide learning opportunities that support the intellectual, social, and personal development of my students.

4.4 I understand how students differ in their approaches to learning and create instructional opportunities that are adapted to my diverse learners.

4.4 I use a variety of instructional strategies to encourage my students' development of critical thinking, problem solving, and performance skills.

4.4 I recognize the importance of long-range planning and curriculum development and develop, implement, and evaluate curriculum based upon my student's district's, and state's performance standards.

4.4 I use an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

4.0 I model effective verbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

4.4 I understand and use formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of my learners.

4.0 I am a reflective practitioner who continually assesses the effects of choices and actions on others, and seeks out opportunities to grow professionally and utilizes assessment and professional growth to generate more learning for more of my students.

4.4 I foster relationships with school colleagues, parents, and educational partners in the larger community to support student learning and their well-being.

Mathematics-First and Second Year Teachers

Of the 11 Mathematics graduates (First and Second Year Teachers) employed in the State of Missouri during the 2000-2001 school year, 5 (46% Return) completed the survey.

Gender: Males 2, Females 3.

Average age: 25.8 years

What is your current BASE salary per school year? $26,280

How would you describe yourself? White 5

How would you characterize your status as an undergraduate?

Full-time (12 hours or more per semester) 4,
Part-time (less than 12 hours per semester) 1.

During which school year did you complete all requirements of your teacher certification program?

1998-1999 1,
1999-2000 4.

Do you plan to do your graduate work in education?

Yes 4,
Not Sure 1.

If not completed, do you plan to do your graduate work at CMSU?

Yes 2,
Not Sure 1,
No 2.

How would you describe your current position in education?

Full-time teacher 5

For how long have you been teaching full time?

Less than one year 3,
1 to 2 years 2.

How much longer do you expect to teach?

Less than five years 2,
11-20 years 1,
more than 20 years 2.

In the past year, have you been employed in some capacity besides teaching?

No 1,
Yes 4.

If you had it to do over again, would you still enroll in a teacher preparation program?

Definitely yes 2,
Probably yes 3.

Please rate your level of satisfaction with each of the following aspects of your current positions.

KEY---5=very satisfied; 4=satisfied; 3=neutral; 2=dissatisfied; 1=very dissatisfied

3.2 Salary/fringe benefits.
3.4 Quality/level of administrative support.
3.8 Level of personal challenge.
3.6 Methods used to evaluate your teaching performance.
3.4 General work conditions.
4.0 Intellectual stimulation of the workplace.
4.4 Geographical location.
3.0 Opportunities for professional advancement.
3.0 Level of support from parents and the community.
3.8 Level of support from administrators and colleagues.
4.2 Interactions with colleagues/students.
4.2 Your sense of professional autonomy.

Please rate your perception of your level of competence for each of the following areas:

Key---5 = very strong, 4=strong, 3=neutral, 2= not strong, 1=weak

3.4 I understand the central concepts, tools of inquiry and structures of the discipline(s) within the context of a global society and create learning experiences that make these aspects of subject matter meaningful to students.

3.8 I understand how students learn and develop, and provide learning opportunities that support the intellectual, social, and personal development of my students.

4.0 I understand how students differ in their approaches to learning and create instructional opportunities that are adapted to my diverse learners.

3.8 I use a variety of instructional strategies to encourage my students' development of critical thinking, problem solving, and performance skills.

4.0 I recognize the importance of long-range planning and curriculum development and develop, implement, and evaluate curriculum based upon my student's district's, and state's performance standards.

4.0 I use an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

3.8 I model effective verbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

4.0 I understand and use formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of my learners.

3.8 I am a reflective practitioner who continually assesses the effects of choices and actions on others, and seeks out opportunities to grow professionally and utilizes assessment and professional growth to generate more learning for more of my students.

4.2 I foster relationships with school colleagues, parents, and educational partners in the larger community to support student learning and their well-being.

Middle School-First and Second Year Teachers

Of the 25 Middle School graduates (First and Second Year Teachers) employed in the State of Missouri during the 2000-2001 school year, 10 (40% Return) completed the survey.

Gender: Males 3, Females 7.

Average age: 27.6 years

What is your current BASE salary per school year? $25,911

How would you describe yourself? White 10.

How would you characterize your status as an undergraduate?

Full-time (12 hours or more per semester) 10.

During which school year did you complete all requirements of your teacher certification program?

Before 1998 2,
1998-1999 3,
1999-2000 5.

Do you plan to do your graduate work in education?

Yes 6,
Not Sure 2,
Completed 1.

If not completed, do you plan to do your graduate work at CMSU?

Yes 7,
Not Sure 1,
No 2.

How would you describe your current position in education? Full-time teacher 2.

For how long have you been teaching full time?

Less than one year 4,
1 to 2 years 4,
2 years 2.

How much longer do you expect to teach?

5-10 years 2,
11-20 years 3,
more than 20 years 4.

In the past year, have you been employed in some capacity besides teaching?

No 9,
Yes 1.

If you had it to do over again, would you still enroll in a teacher preparation program?

Definitely yes 6,
Probably yes 4.

Please rate your level of satisfaction with each of the following aspects of your current positions.

KEY---5=very satisfied; 4=satisfied; 3=neutral; 2=dissatisfied; 1=very dissatisfied

3.9 Salary/fringe benefits.
4.6 Quality/level of administrative support.
4.7 Level of personal challenge.
4.3 Methods used to evaluate your teaching performance.
4.3 General work conditions.
4.4 Intellectual stimulation of the workplace.
4.2 Geographical location.
3.7 Opportunities for professional advancement.
4.0 Level of support from parents and the community.
4.6 Level of support from administrators and colleagues.
4.8 Interactions with colleagues/students.
4.6 Your sense of professional autonomy.

Please rate your perception of your level of competence for each of the following areas:

Key---5 = very strong, 4=strong, 3=neutral, 2= not strong, 1=weak

4.3 I understand the central concepts, tools of inquiry and structures of the discipline(s) within the context of a global society and create learning experiences that make these aspects of subject matter meaningful to students.

4.4 I understand how students learn and develop, and provide learning opportunities that support the intellectual, social, and personal development of my students.

4.6 I understand how students differ in their approaches to learning and create instructional opportunities that are adapted to my diverse learners.

4.4 I use a variety of instructional strategies to encourage my students' development of critical thinking, problem solving, and performance skills.

4.0 I recognize the importance of long-range planning and curriculum development and develop, implement, and evaluate curriculum based upon my student's district's, and state's performance standards.

4.1 I use an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

4.0 I model effective verbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

4.2 I understand and use formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of my learners.

4.6 I am a reflective practitioner who continually assesses the effects of choices and actions on others, and seeks out opportunities to grow professionally and utilizes assessment and professional growth to generate more learning for more of my students.

4.4 I foster relationships with school colleagues, parents, and educational partners in the larger community to support student learning and their well-being.

Modern Language-First and Second Year Teachers

Of the 8 Modern Language graduates (First and Second Year Teachers) employed in the State of Missouri during the 2000-2001 school year, 5 (63% Return) completed the survey.

Gender: Females 5

Average age: 27.2 years.

What is your current BASE salary per school year? $26,440

How would you describe yourself?

American Indian or Alaskan Native	1,
Hispanic	2,
White	2.

How would you characterize your status as an undergraduate?

Full-time (12 hours or more per semester)	4,
Sometimes full-time/sometimes part-time	1.

During which school year did you complete all requirements of your teacher certification program?

Before 1998	2,
1999-2000	3.

Do you plan to do your graduate work in education?

Yes	1,
Not Sure	4.

If not completed, do you plan to do your graduate work at CMSU?

Yes	3,
Not Sure	2.

How would you describe your current position in education?

Full-time teacher	3,
Part-time teacher	2.

For how long have you been teaching full time?

Less than one year	3,
1 to 2 years	1,
2 years	1.

How much longer do you expect to teach?

Less than five years	2,
5-10 years	1,
11-20 years	1,
more than 20 years	1.

In the past year, have you been employed in some capacity besides teaching?

No	3,
Yes	2.

If you had it to do over again, would you still enroll in a teacher preparation program?

Definitely yes	1,
Probably yes	2,
Probably not	1,
Definitely not	1.

Please rate your level of satisfaction with each of the following aspects of your current positions.

KEY---5=very satisfied; 4=satisfied; 3=neutral; 2=dissatisfied; 1=very dissatisfied

4.4	Salary/fringe benefits.
3.8	Quality/level of administrative support.
4.4	Level of personal challenge.
3.8	Methods used to evaluate your teaching performance.
4.4	General work conditions.
4.0	Intellectual stimulation of the workplace.
3.4	Geographical location.
4.0	Opportunities for professional advancement.
3.4	Level of support from parents and the community.
4.2	Level of support from administrators and colleagues.
3.6	Interactions with colleagues/students.
3.5	Your sense of professional autonomy.

Please rate your perception of your level of competence for each of the following areas:

Key---5 = very strong, 4=strong, 3=neutral, 2= not strong, 1=weak

3.8 I understand the central concepts, tools of inquiry and structures of the discipline(s) within the context of a global society and create learning experiences that make these aspects of subject matter meaningful to students.

3.5 I understand how students learn and develop, and provide learning opportunities that support the intellectual, social, and personal development of my students.

4.3 I understand how students differ in their approaches to learning and create instructional opportunities that are adapted to my diverse learners.

4.0 I use a variety of instructional strategies to encourage my students' development of critical thinking, problem solving, and performance skills.

4.5 I recognize the importance of long-range planning and curriculum development and develop, implement, and evaluate curriculum based upon my student's district's, and state's performance standards.

3.5 I use an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

4.0 I model effective verbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

4.5 I understand and use formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of my learners.

4.5 I am a reflective practitioner who continually assesses the effects of choices and actions on others, and seeks out opportunities to grow professionally and utilizes assessment and professional growth to generate more learning for more of my students.

3.8 I foster relationships with school colleagues, parents, and educational partners in the larger community to support student learning and their well-being.

Music-First and Second Year Teachers

Of the 15 Music graduates (First and Second Year Teachers) employed in the State of Missouri during the 2000-2001 school year, 7 (47% Return) completed the survey.

Gender: Males 2, Females 5.

Average age: 27.8 years.

What is your current BASE salary per school year? $23,871

How would you describe yourself?

Hispanic	1,
White	6.

How would you characterize your status as an undergraduate?

Full-time (12 hours or more per semester)	7.

During which school year did you complete all requirements of your teacher certification program?

Before 1998	5,
1998-1999	1,
1999-2000	1.

Do you plan to do your graduate work in education?

Yes	3,
Not Sure	2,
Completed	2.

If not completed, do you plan to do your graduate work at CMSU?

Not Sure	2,
No	3.

How would you describe your current position in education?

Full-time teacher	6,
Part-time teacher	1.

For how long have you been teaching full time?

Less than one year	1,
1 to 2 years	3,
2 years	2.

How much longer do you expect to teach?

5-10 years	2,
11-20 years	2,
more than 20 years	3.

In the past year, have you been employed in some capacity besides teaching?

No	4,
Yes	3.

If you had it to do over again, would you still enroll in a teacher preparation program?

Definitely yes	2,
Probably yes	4,
Definitely not	1.

Please rate your level of satisfaction with each of the following aspects of your current positions.

KEY---5=very satisfied; 4=satisfied; 3=neutral; 2=dissatisfied; 1=very dissatisfied

2.9	Salary/fringe benefits.
3.4	Quality/level of administrative support.
3.6	Level of personal challenge.
3.3	Methods used to evaluate your teaching performance.
3.3	General work conditions.
3.3	Intellectual stimulation of the workplace.
3.6	Geographical location.
3.3	Opportunities for professional advancement.
4.0	Level of support from parents and the community.
3.6	Level of support from administrators and colleagues.
4.1	Interactions with colleagues/students.
3.9	Your sense of professional autonomy.

Please rate your perception of your level of competence for each of the following areas:

Key---5 = very strong, 4=strong, 3=neutral, 2= not strong, 1=weak

3.9	I understand the central concepts, tools of inquiry and structures of the discipline(s) within the context of a global society and create learning experiences that make these aspects of subject matter meaningful to students.
3.9	I understand how students learn and develop, and provide learning opportunities that support the intellectual, social, and personal development of my students.
3.9	I understand how students differ in their approaches to learning and create instructional opportunities that are adapted to my diverse learners.
3.4	I use a variety of instructional strategies to encourage my students' development of critical thinking, problem solving, and performance skills.

3.4 I recognize the importance of long-range planning and curriculum development and develop, implement, and evaluate curriculum based upon my student's district's, and state's performance standards.

4.4 I use an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

4.0 I model effective verbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

4.0 I understand and use formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of my learners.

4.0 I am a reflective practitioner who continually assesses the effects of choices and actions on others, and seeks out opportunities to grow professionally and utilizes assessment and professional growth to generate more learning for more of my students.

4.0 I foster relationships with school colleagues, parents, and educational partners in the larger community to support student learning and their well-being.

Physical Education-First and Second Year Teachers

Of the 49 Physical Education graduates (First and Second Year Teachers) employed in the State of Missouri during the 2000-2001 school year, 19 (39% Return) completed the survey.

Gender: Males 9, Females 10.

Average age: 28.5 years.

What is your current BASE salary per school year? $25,931

How would you describe yourself?

American Indian or Alaskan Native	1,
White	18.

How would you characterize your status as an undergraduate?

Full-time (12 hours or more per semester)	14,
Sometimes full-time/sometimes part-time	2.

During which school year did you complete all requirements of your teacher certification program?

Before 1998	5,
1998-1999	8,
1999-2000	6.

Do you plan to do your graduate work in education?

Yes	14,
Not Sure	3,
Completed	2.

If not completed, do you plan to do your graduate work at CMSU?

Yes	6,
Not Sure	3,
No	7.

How would you describe your current position in education?

Full-time teacher	18,
Part-time teacher	1.

For how long have you been teaching full time?

Less than one year	3,
1 to 2 years	10,
2 years	6.

How much longer do you expect to teach?

5-10 years	3,
11-20 years	3,
more than 20 years	12.

In the past year, have you been employed in some capacity besides teaching?

No	9,
Yes	10.

If you had it to do over again, would you still enroll in a teacher preparation program?

Definitely yes	13,
Probably yes	6.

Please rate your level of satisfaction with each of the following aspects of your current positions.

KEY---5=very satisfied; 4=satisfied; 3=neutral; 2=dissatisfied; 1=very dissatisfied

3.2	Salary/fringe benefits
4.2	Quality/level of administrative support
4.3	Level of personal challenge
4.0	Methods used to evaluate your teaching performance
4.1	General work conditions
3.9	Intellectual stimulation of the workplace
4.3	Geographical location
4.1	Opportunities for professional advancement
3.5	Level of support from parents and the community
4.3	Level of support from administrators and colleague
4.3	Interactions with colleagues/students
4.1	Your sense of professional autonomy

Please rate your perception of your level of competence for each of the following areas:

Key---5 = very strong, 4=strong, 3=neutral, 2= not strong, 1=weak

4.4 I understand the central concepts, tools of inquiry and structures of the discipline(s) within the context of a global society and create learning experiences that make these aspects of subject matter meaningful to students.

4.5 I understand how students learn and develop, and provide learning opportunities that support the intellectual, social, and personal development of my students.

4.4 I understand how students differ in their approaches to learning and create instructional opportunities that are adapted to my diverse learners.

4.1 I use a variety of instructional strategies to encourage my students' development of critical thinking, problem solving, and performance skills.

4.6 I recognize the importance of long-range planning and curriculum development and develop, implement, and evaluate curriculum based upon my student's district's, and state's performance standards.

4.5 I use an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

4.5 I model effective verbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

4.3 I understand and use formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of my learners.

4.5 I am a reflective practitioner who continually assesses the effects of choices and actions on others, and seeks out opportunities to grow professionally and utilizes assessment and professional growth to generate more learning for more of my students.

4.6 I foster relationships with school colleagues, parents, and educational partners in the larger community to support student learning and their well-being.

Social Science-First and Second Year Teachers

Of the 38 Social Science Graduates (First and Second Year Teachers) employed in the State of Missouri during the 2000-2001 school year, 22 (5% Return) completed the survey.

Gender: Males 15, Females 7.

Average age: 33.4 years

What is your current BASE salary per school year? $24,822

How would you describe yourself?

White 22.

How would you characterize your status as an undergraduate?

Full-time (12 hours or more per semester) 19,
Sometimes full-time/sometimes part-time 3.

During which school year did you complete all requirements of your teacher certification program?

Before 1998 9,
1998-1999 5,
1999-2000 8.

Do you plan to do your graduate work in education?

Yes 14,
Not Sure 6,
Completed 2.

If not completed, do you plan to do your graduate work at CMSU?

Yes 9,
Not Sure 8,
No 4.

How would you describe your current position in education?

Full-time teacher 21,
Part-time teacher 1.

For how long have you been teaching full time?

Less than one year 10,
1 to 2 years 9,
2 years 1,
more than two years 2.

How much longer do you expect to teach?

Less than five years	1,
5-10 years	6,
11-20 years	5,
more than 20 years	10.

In the past year, have you been employed in some capacity besides teaching?

No	14,
Yes	8.

If you had it to do over again, would you still enroll in a teacher preparation program?

Definitely yes	12,
Probably yes	8,
Probably not	1,
Definitely not	1.

Please rate your level of satisfaction with each of the following aspects of your current positions.

KEY---5=very satisfied; 4=satisfied; 3=neutral; 2=dissatisfied; 1=very dissatisfied

3.3	Salary/fringe benefits.
3.8	Quality/level of administrative support.
4.1	Level of personal challenge.
4.0	Methods used to evaluate your teaching performance.
3.7	General work conditions.
3.7	Intellectual stimulation of the workplace.
4.0	Geographical location.
3.6	Opportunities for professional advancement
3.4	Level of support from parents and the community.
4.1	Level of support from administrators and colleagues.
4.3	Interactions with colleagues/students.
4.0	Your sense of professional autonomy.

Please rate your perception of your level of competence for each of the following areas:

Key---5 = very strong, 4=strong, 3=neutral, 2= not strong, 1=weak

4.1 I understand the central concepts, tools of inquiry and structures of the discipline(s) within the context of a global society and create learning experiences that make these aspects of subject matter meaningful to students.

4.2 I understand how students learn and develop, and provide learning opportunities that support the intellectual, social, and personal development of my students.

4.0 I understand how students differ in their approaches to learning and create instructional opportunities that are adapted to my diverse learners.

4.1 I use a variety of instructional strategies to encourage my students' development of critical thinking, problem solving, and performance skills.

4.0 I recognize the importance of long-range planning and curriculum development and develop, implement, and evaluate curriculum based upon my student's district's, and state's performance standards.

4.3 I use an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

4.0 I model effective verbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

4.2 I understand and use formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of my learners.

4.3 I am a reflective practitioner who continually assesses the effects of choices and actions on others, and seeks out opportunities to grow professionally and utilizes assessment and professional growth to generate more learning for more of my students.

4.3 I foster relationships with school colleagues, parents, and educational partners in the larger community to support student learning and their well-being.

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Special Education-First and Second Year Teachers

Of the 64 Special Education graduates (First and Second Year Teachers) employed in the State of Missouri during the 2000-2001 school year, 21 (33% Return) completed the survey.

Gender: Females 21.

Average age: 26.8 years.

What is your current BASE salary per school year? $24,947

How would you describe yourself?

White 20,
Other 1.

How would you characterize your status as an undergraduate?

Full-time (12 hours or more per semester) 20,
Sometimes full-time/sometimes part-time. 1.

During which school year did you complete all requirements of your teacher certification program?

Before 1998 4,
1998-1999 5,
1999-2000 13.

Do you plan to do your graduate work in education?

Yes 12,
Not Sure 8,
Completed 1.

If not completed, do you plan to do your graduate work at CMSU?

Yes 5,
Not Sure 9,
No 4.

How would you describe your current position in education?

Full-time teacher 21.

For how long have you been teaching full time?

Less than one year 7,
1 to 2 years 10,
2 years 3,
more than two years 1.

How much longer do you expect to teach?

Less than five years	6,
5-10 years	4,
11-20 years	4,
more than 20 years	6.

In the past year, have you been employed in some capacity besides teaching?

No	11,
Yes	10.

If you had it to do over again, would you still enroll in a teacher preparation program?

Definitely yes	10,
Probably yes	11.

Please rate your level of satisfaction with each of the following aspects of your current positions.

KEY---5=very satisfied; 4=satisfied; 3=neutral; 2=dissatisfied; 1=very dissatisfied

3.1	Salary/fringe benefits.
3.9	Quality/level of administrative support.
4.2	Level of personal challenge.
3.7	Methods used to evaluate your teaching performance.
4.1	General work conditions.
4.0	Intellectual stimulation of the workplace.
4.2	Geographical location.
3.7	Opportunities for professional advancement.
3.7	Level of support from parents and the community.
3.8	Level of support from administrators and colleagues.
4.1	Interactions with colleagues/students.
3.8	Your sense of professional autonomy.

Please rate your perception of your level of competence for each of the following areas:

Key---5 = very strong, 4=strong, 3=neutral, 2= not strong, 1=weak

4.0 I understand the central concepts, tools of inquiry and structures of the discipline(s) within the context of a global society and create learning experiences that make these aspects of subject matter meaningful to students.

4.3 I understand how students learn and develop, and provide learning opportunities that support the intellectual, social, and personal development of my students.

4.7 I understand how students differ in their approaches to learning and create instructional opportunities that are adapted to my diverse learners.

4.2 I use a variety of instructional strategies to encourage my students' development of critical thinking, problem solving, and performance skills.

4.0 I recognize the importance of long-range planning and curriculum development and develop, implement, and evaluate curriculum based upon my student's district's, and state's performance standards.

4.3 I use an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

3.9 I model effective verbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

4.1 I understand and use formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of my learners.

4.5 I am a reflective practitioner who continually assesses the effects of choices and actions on others, and seeks out opportunities to grow professionally and utilize assessment and professional growth to generate more learning for more of my students.

4.1 I foster relationships with school colleagues, parents, and educational partners in the larger community to support student learning and their well-being.

Speech/Theatre-First and Second Year Teachers

Of the 7 Speech Theatre graduates (First and Second Year Teachers) employed in the State of Missouri during the 2000-2001 school year, 5 (71% Return) completed the survey.

Gender: Males 2, Females 3.

Average age: 42.8

What is your current BASE salary per school year? $26,300

How would you describe yourself?

White 4,
Other 1.

How would you characterize your status as an undergraduate?

Full-time (12 hours or more per semester) 3,
Part-time (less than 12 hours per semester) 2.

During which school year did you complete all requirements of your teacher certification program?

Before 1998 4,
1999-2000 1.

Do you plan to do your graduate work in education?

Yes 2,
Not Sure 1,
Completed 1.

If not completed, do you plan to do your graduate work at CMSU?

Yes 2,
Not Sure 2,
No 1.

How would you describe your current position in education?

Full-time teacher 3,
Part-time teacher 2.

For how long have you been teaching full time?

Less than one year 1,
1 to 2 years 2,
2 years 2.

How much longer do you expect to teach?

Less than five years	2,
5-10 years	2.
11-20 years	1.

In the past year, have you been employed in some capacity besides teaching?

No	3,
Yes	2.

If you had it to do over again, would you still enroll in a teacher preparation program?

Definitely yes	2,
Probably yes	1,
Definitely not	2.

Please rate your level of satisfaction with each of the following aspects of your current positions.

KEY---5=very satisfied; 4=satisfied; 3=neutral; 2=dissatisfied; 1=very dissatisfied

2.8	Salary/fringe benefits
3.8	Quality/level of administrative support
4.0	Level of personal challenge
4.0	Methods used to evaluate your teaching performance
3.6	General work conditions
3.6	Intellectual stimulation of the workplace
3.8	Geographical location
3.6	Opportunities for professional advancement
3.4	Level of support from parents and the community
3.0	Level of support from administrators and colleague
3.6	Interactions with colleagues/students
4.0	Your sense of professional autonomy

Please rate your perception of your level of competence for each of the following areas:

Key---5 = very strong, 4=strong, 3=neutral, 2= not strong, 1=weak

4.0 I understand the central concepts, tools of inquiry and structures of the discipline(s) within the context of a global society and create learning experiences that make these aspects of subject matter meaningful to students.

4.2 I understand how students learn and develop, and provide learning opportunities that support the intellectual, social, and personal development of my students.

4.2 I understand how students differ in their approaches to learning and create instructional opportunities that are adapted to my diverse learners.

3.8 I use a variety of instructional strategies to encourage my students' development of critical thinking, problem solving, and performance skills.

4.0 I recognize the importance of long-range planning and curriculum development and develop, implement, and evaluate curriculum based upon my student's district's, and state's performance standards.

3.6 I use an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

3.8 I model effective verbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

3.8 I understand and use formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of my learners.

3.6 I am a reflective practitioner who continually assesses the effects of choices and actions on others, and seeks out opportunities to grow professionally and utilizes assessment and professional growth to generate more learning for more of my students.

3.8 I foster relationships with school colleagues, parents, and educational partners in the larger community to support student learning and their well-being.

Technology Education-First and Second Year Teachers

Of the 7 Industrial Technology graduates (First and Second Year Teachers) employed in the State of Missouri during the 2000-2001 school year, 4 (50% Return) completed the survey.

Gender: Males 2, Females 2.

Average age: 33.0

What is your current BASE salary per school year? $23,450

How would you describe yourself?

White 3,
Other 1.

How would you characterize your status as an undergraduate?

Full-time (12 hours or more per semester) 4.

During which school year did you complete all requirements of your teacher certification program?

Before 1998 1,
1998-1999 1,
1999-2000 2.

Do you plan to do your graduate work in education?

Yes 2,
Not Sure 1,
Completed 1.

If not completed, do you plan to do your graduate work at CMSU?

Yes 2,
Not Sure 2.

How would you describe your current position in education?

Full-time teacher 4.

For how long have you been teaching full time?

Less than one year 2,
1 to 2 years 2.

How much longer do you expect to teach?

5-10 years 4.

In the past year, have you been employed in some capacity besides teaching?

No 1,
Yes 3.

If you had it to do over again, would you still enroll in a teacher preparation program?

Definitely yes 1,
Probably yes 3.

Please rate your level of satisfaction with each of the following aspects of your current positions.

KEY---5=very satisfied; 4=satisfied; 3=neutral; 2=dissatisfied; 1=very dissatisfied

2.5 Salary/fringe benefits.
3.3 Quality/level of administrative support.
3.5 Level of personal challenge.
2.8 Methods used to evaluate your teaching performance.
3.3 General work conditions.
3.5 Intellectual stimulation of the workplace.
3.8 Geographical location.
3.8 Opportunities for professional advancement.
3.3 Level of support from parents and the community.
3.3 Level of support from administrators and colleagues.
3.3 Interactions with colleagues/students.
4.0 Your sense of professional autonomy.

Please rate your perception of your level of competence for each of the following areas:

Key---5 = very strong, 4=strong, 3=neutral, 2= not strong, 1=weak

3.8 I understand the central concepts, tools of inquiry and structures of the discipline(s) within the context of a global society and create learning experiences that make these aspects of subject matter meaningful to students.

3.8 I understand how students learn and develop, and provide learning opportunities that support the intellectual, social, and personal development of my students.

3.5 I understand how students differ in their approaches to learning and create instructional opportunities that are adapted to my diverse learners.

4.0 I use a variety of instructional strategies to encourage my students' development of critical thinking, problem solving, and performance skills.

4.0 I recognize the importance of long-range planning and curriculum development and develop, implement, and evaluate curriculum based upon my student's district's, and state's performance standards.

3.5 I use an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

3.5 I model effective verbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

3.8 I understand and use formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of my learners.

3.5 I am a reflective practitioner who continually assesses the effects of choices and actions on others, and seeks out opportunities to grow professionally and utilizes assessment and professional growth to generate more learning for more of my students.

3.3 I foster relationships with school colleagues, parents, and educational partners in the larger community to support student learning and their well-being.

February, 2001

Dear Employer,

On behalf of the Teacher Education Assessment Committee (TEAC) at Central Missouri State University, I ask your assistance in the assessment process we are currently undertaking. Please return the survey to me in the prepaid envelope by March 1, 2001.

This task is in compliance with The State of Missouri law (Excellence in Education Act of 1985), our national accreditation agency for teacher education, NCATE, and our regional accreditation agency, North Central. We need to conduct a follow-up of students who completed certification or graduated from our programs. These data will be used in conjunction with last year's survey and surveys that are currently being distributed by individual departments on our campus for the purpose of improvement.

I will also be contacting your employee listed below to make him/her aware of our surveys, and ask him/her to participate in a teacher's survey. All responses will be confidential. If you wish a copy of our results, please enclose a self-addressed stamped envelope, and I will send you a copy as soon as they are compiled.

Sincerely,

Dr. John R. Zelazek, Chair
Teacher Education Assessment Committee

PRINCIPALS OF FIRST AND SECOND YEAR TEACHERS

Of the 383 principals who evaluated First and Second Year Teachers (Graduates of Central and those who completed certification) during the 2000-2001 school year, 223 (58% Return) completed the survey.

How many Central graduates and/or post-bachelor certification graduates did you employ this school year as true first-year or second-year teachers? 352 teachers

Gender: male(s) 91, female(s) 261.

What is their annual salary on average not including extra assignments?

Less than 20,000	8,
$20,000-24,999	233,
$25,000 or beyond	111.

How would you describe them?

American Indian, or Alaskan Native	3,
Hispanic	8,
Asian or Pacific Islander	3,
White	321,
African American	14.

Do you feel they are satisfied with the profession they have chosen?

Yes	279,
No	73.

How well prepared do you consider them for their present position? Please give a number for each choice.

Very strong	105,
Strong	158,
Adequate	51,
Weak	24,
Very weak	14.

How would you describe their current positions in education? Please list numbers for each.

Full time teacher	323,
Permanent substitute	18,
Part-time teacher	5,
Other_____	6.

What subject(s) do they teach? (Please list numbers for all that apply)

_3_Agriculture _20_Art _6_Biology _5_Business _6_Computer Science
_10_Communication Disorders _5_Earth Science _13_Early Childhood
_134_Elementary _23_English _8_Foreign Language _5_Health
_5_Home Economics _7_History _5_Journalism _12_Mathematics
_23_Middle School _7_Music _16_Physical Education _8_Physical Sciences
_11_Social Studies _31_Special Education _7_Speech/Theatre
_31_Technology (Industrial Tech) _26_ Other

Would you hire your first-year and second-year teachers again?

All	160,
Most	38,
Some	16,
None of these	9.

Please rate your perception of your teacher's level of competence for each of the following areas:

Key---5 = very strong, 4=strong, 3=neutral, 2= not strong, 1=weak

3.8 The teacher understands the central concepts, tools of inquiry and structures of the discipline(s) within the context of a global society and creates learning experiences that make these aspects of subject matter meaningful for my students.

4.0 The teacher(s) understand how students learn and develop, and provide learning opportunities that support the intellectual, social, and personal development of my students.

3.8 The teacher(s) understands how students differ in their approaches to learning and create instructional opportunities that are adapted to diverse learners.

3.8 The teacher(s) recognizes the importance of long-range planning and curriculum development and develops, implements, and evaluates curriculum based upon students, district, and state performance standards.

3.8 The teacher(s) use a variety of instructional strategies to encourage their students' development in critical thinking, problem solving, and performance skills.

3.9 The teacher(s) uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

3.8 The teacher(s) model effective verbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

3.8 The teacher(s) understand and use formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the learner.

3.8 The teacher(s) is a reflective practitioner who continually assesses the effects of choices and actions on others, and seeks out opportunities to grow professionally and utilizes assessment and professional growth to generate more learning for more of my students.

3.9 The teacher(s) fosters relationships with school colleagues, parents, and educational partners in the larger community to support student learning and their well-being.

February 2001

Dear Educator,

On behalf of the Alternative Certification Program at Central Missouri State University, I ask your assistance in the assessment process we are currently undertaking. Please return the survey to me in the prepaid envelope by March 1, 2001.

This task is in compliance with The State of Missouri law (Excellence in Education Act of 1985), The Department of Elementary and Secondary Education (DESE), our national accreditation agency for teacher education (NCATE), and our regional accreditation agency, (North Central). We need to conduct a follow-up of students who are/were in, or applied to our Alternative Certification Program. These data will be used for the purpose of program improvement.

I will also be contacting your school employer, if you are employed in a school, to make him/her aware of our surveys, and ask him/her to participate in the employers' survey. All responses will be confidential. If you wish a copy of our results, please enclose a self-addressed stamped envelope, and I will send you a copy as soon as they are compiled.

Sincerely,

Dr. John R. Zelazek
Teacher Education Assessment Committee, Chair

Alternative Certification Teachers

Of the 23 Alternative Certification Teachers contacted, 19 (83% Return) completed the survey.

Gender: Males 5, Females 14.

Average age: 39.6 years

What is your current BASE salary per school year? $22,491

How would you describe yourself? White 19

During which year did you enter the Alternative Teacher Certification program?

1999 2,
2000 17.

What subject(s) do you teach?

Art 2, Business 4, FACS 3, Industrial Education 2, Modern Languages 2,
Music 1, Physical Sciences 3, Special Education 1, Speech/Theatre 1, ESL 1.

How much longer do you expect to teach?

< Five years 1,
5-10 years 4,
11-20 years 9,
more than 20 5.

In the past year, have you been employed in some capacity besides your teaching assignment?

No 12,
Yes 7.

If you had it to do over again, would you still enroll in the Alternative Certification program?

Definitely yes 13,
Definitely not 6.

Please rate your level of satisfaction with each of the following aspects of your current positions.

KEY---5=very satisfied; 4=satisfied; 3=neutral; 2=dissatisfied; 1=very dissatisfied

2.9 Salary/fringe benefits.
4.4 Quality/level of administrative support.
4.1 Level of personal challenge.
4.3 Methods used to evaluate your teaching performance.
3.9 General work conditions.
4.1 Intellectual stimulation of the workplace.
4.1 Geographical location.

3.6 Opportunities for professional advancement.
3.8 Level of support from parents and the community.
4.4 Level of support from administrators and colleagues.
4.3 Interactions with colleagues/students .
4.2 Your sense of professional autonomy/level of discretion.

Please rate your perception of your level of competence for each of the following areas.

Key---5 = very strong, 4=strong, 3=neutral, 2= not strong, 1=weak

4.5 I understand the central concepts, tools of inquiry and structures of the discipline(s) within the context of a global society and create learning experiences that make these aspects of subject matter meaningful for my students.

4.2 I understand how students learn and develop, and provide learning opportunities that support the intellectual, social, and personal development of my students.

3.8 I understand how students differ in their approaches to learning and create instructional opportunities that are adapted to my diverse learners.

4.4 I use a variety of instructional strategies to encourage my students' development of critical thinking, problem solving, and performance skills.

4.3 I recognize the importance of long-range planning and curriculum development and develop, implement, and evaluate curriculum based upon my student's district's, and state's performance standards.

4.1 I use an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

4.1 I model effective verbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

4.3 I understand and use formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of my learners.

4.2 I am a reflective practitioner who continually assesses the effects of choices and actions on others, and seeks out opportunities to grow professionally and utilizes assessment and professional growth to generate more learning for more of my students.

4.5 I foster relationships with school colleagues, parents, and educational partners in the larger community to support student learning and their well-being.

Open Response: Please provide comments to the following questions/statements.

Overall, describe how well the Alternative Certification Program prepared you to teach in your first year.

- I feel that the program has done a very good job in preparation to teach.
- Improved classroom management.

- I need more "Real World" information in my science methods class, more information on how to manage lab portions.
- I feel that I have a strong understanding on how to achieve a successful learning environment. The variety of skills taught me to feel more confident.
- Very Well
- It is an outstanding program overall. I was especially pleased with the behavior management presentation at CMSU.
- I found the EDCI 3500 Behavior Management Course to be very helpful.
- This is my third year. I believe the AC Program gave my teaching validation and motivation.
- The Alternative Certification Program prepared tremendously for my second year. I taught unprepared for an entire year.
- I would have quit teaching were it not for this program.
- Very well especially classroom management and cooperative learning.
- Very Good
- It was a good experience for classroom management.
- Mr. Wong's "First Day of School" was helpful.
- It was very helpful but I think more needs to be stressed on classroom expectations.
- Good, I'm not sure there are ever enough classes to prepare a teacher for everything.

What additional types of teaching activities/information should you have been exposed to prior to your current teaching experience?

- Observation time was adequate.
- More strategies about student discipline once initial contacts, modifications are made.
- 7 years full time at 2 public schools.
- I felt all situations should be handled by the teacher. I now know there is a point where it is all right to send a student to the office.
- I followed up my summer classes with Business Methods in the fall. This was a very logical sequence and helped my teaching skills.
- The apathetic attitudes students have towards education.
- I believe that I was properly prepared.
- Stress and crisis management.
- More relationships with teachers in my field.
- I missed the student teaching experience. Would've been a great help to me.
- I would have liked to have had more training on writing curriculum.

Overall, how would you describe the quality or your training in the Alternative Certification Program?

- I feel the training was done very professionally and thoroughly. I would most definitely recommend it.
- Good, although there are still unanswered questions about future classes and requirements.
- So far—Good
- As a first year teacher I would rate myself a 4. I am doing well.

- Very high quality.
- Very good, most of the courses have been useful. The teaching of Reading in the Secondary Education course lost any learning of content for myself. I had to put all effort into completing lengthy assignments I see little benefit from.
- Very Good.
- Excellent.
- The quality of my training was very thorough. I was taught the language, how to deal with discipline and how to grade.
- I am fortunate that I was accepted into a fundamentally and professionally sound program.
- Very high quality…CMSU staff seemed very invested in my success.
- Very Good
- It was well worth the time and experience.
- Everything was useful to me so far. I enjoyed cooperative learning techniques and sharing experiences with each other in order to find out how to handle them.
- For me personally, I could've used an actual classroom experience.
- Very beneficial.

February, 2001

Dear Principal,

On behalf of the Alternative Certification Program at Central Missouri State University, I ask your assistance in the assessment process we are currently undertaking. Please return the survey to me in the prepaid envelope by March 1, 2001.

This task is in compliance with The State of Missouri law (Excellence in Education Act of 1985), The Department of Elementary and Secondary Education (DESE), our national accreditation agency for teacher education (NCATE), and our regional accreditation agency, (North Central). We need to conduct a follow-up of students who are/were in our Alternative Certification Program. These data will be used for the purpose of program improvement.

I will also be contacting your teacher(s) to make him/her aware of our surveys, and ask him/her to participate in the educator's survey. All responses will be confidential. If you wish a copy of our results, please enclose a self-addressed stamped envelope, and I will send you a copy as soon as they are compiled.

Sincerely,

Dr. John R. Zelazek
Teacher Education Assessment Committee, Chair

Principals of Alternative Certification Principals

Of the 23 Principals contacted, 11 (48% Return) completed the survey.

Please rate your perception of your teacher's level of competence for each of the following areas:

Key---5 = very strong, 4=strong, 3=neutral, 2= not strong, 1=weak

4.3 The teacher(s) understands the central concepts, tools of inquiry and structures of the discipline(s) within the context of a global society and creates learning experiences that make these aspects of subject matter meaningful for their students.

4.2 The teacher(s) understand how students learn and develop, and provide learning opportunities that support the intellectual, social, and personal development of their students.

4.0 The teacher(s) understands how students differ in their approaches to learning and create instructional opportunities that are adapted to diverse learners.

4.4 The teacher(s) recognizes the importance of long-range planning and curriculum development and develops, implements, and evaluates curriculum based upon students, district, and state performance standards.

4.3 The teacher(s) use a variety of instructional strategies to encourage their students development of critical thinking, problem solving, and performance skills.

4.5 The teacher(s) uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

4.5 The teacher(s) model effective verbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

4.0 The teacher(s) understand and use formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the learner.

4.5 The teacher(s) is a reflective practitioner who continually assesses the effects of choices and actions on others, and seeks out opportunities to grow professionally and utilizes assessment and professional growth to generate more learning for more of their students.

4.4 The teacher(s) fosters relationships with school colleagues, parents, and educational partners in the larger community to support student learning and their well-being.

Open Response: Please provide comments to the following questions/statements.

Overall, describe how well the Alternative Certification Program prepared your teacher for their first year of teaching.

- I feel that the Alternative Certification Program prepared Mrs. Grote well for her first year of teaching.
- Excellent
- Our teacher is getting better.
- Mr. Rapini has been well prepared and exhibits a great deal of professional maturity.
- As well as the traditional, if not better.
- The teacher was teaching before training started.
- I am very impressed with this program and our teacher is outstanding.
- Very valuable experience for the teacher.
- Preparation for classroom instruction was well versed and prepared her beyond some tenured teachers.
- Previous Alt. Cert. Teacher has been wonderful. This teacher is learning, but it has been a steep and wide learning curve.
- Time is an outstanding teacher. He had taught at the college level for several years.

What additional types of teaching activities/information should the teacher have been exposed to prior to their current teaching experience?

- Teaching on a block schedule. Co-op learning etc.
- More management techniques aimed at recognizing potential student behavior problems and their relationships to instruction.
- I have not found any weaknesses as yet.
- Effective discipline techniques for the HS classroom
- Read a theories of discipline type book.
- Graduate assistant.
- Even though Mrs. Grote can handle most of her discipline in her classroom, I feel that Mrs. Grote can benefit from getting familiar with assertive discipline techniques.

Overall, how would you describe the quality of their training in the Alternative Certification Program?

- I am extremely confident that with the training Mrs. Grote received in the Alternative Certification Program and the right educational environment she can become a master teacher in due time.
- Excellent.
- Excellent.
- Expected---First year experiences.
- Good
- Very good.
- The person we employ want to help students learn.
- Quality of their training was adequate.
- Average in this case.
- Very good.